

**A CORRELATION BETWEEN STUDENT'S ENGLISH
LEARNING ACTIVITY AND READING ACHIEVEMENT AT
THE SECOND YEAR OF SMA N 1 GONDANG SRAGEN IN
2011/2012 ACADEMIC YEAR**



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by

**VELLA ARISKA
A 320 080 013**

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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APPROVAL


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RESEARCH PAPER**

by

VELLA ARISKA
A 320 080 013

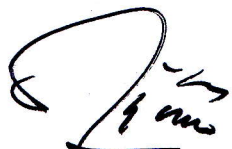
Approved to be Examined by Consultant

Consultant II



Nur Hidayat, S.Pd
NIK 771

Consultant I



Drs. Djoko Srijono, M.Hum.
NIP.19590601 198503 1 003

ACCEPTANCE

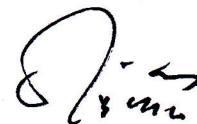
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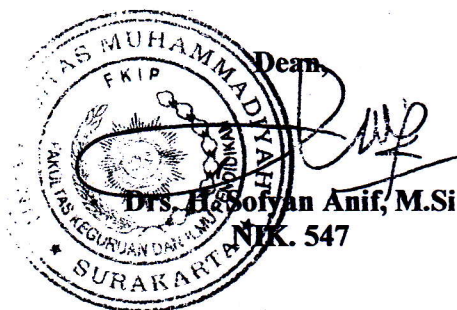
Team of Examiner:

1. Drs. Djoko Srijono, M. Hum.
NIP. 19590601 198503 1 003
(Chair Person)
2. Nur Hidayat, S.Pd.
NIK. 771
(Member I)
3. Drs. H. Maryadi, MA.
NIP. 19580304 198603 1 001
(Member II)

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IN 2011/2012 ACADEMIC YEAR**

Vella Ariska

Djoko Srijono

Nur Hidayat

English Department, FKIP-UMS

Jl. A. Yani Pabelan Kartasura Tromol Pos 1 Surakarta 57102

Telp. (0271) 717417 Fax. (0271) 715448

SUMMARY

Vella Ariska. A. 320 080 013. A CORRELATION BETWEEN STUDENT'S ENGLISH LEARNING ACTIVITY AND READING ACHIEVEMENT AT THE SECOND YEAR OF SMA N 1 GONDANG SRAGEN IN 2011/2012 ACADEMIC YEAR. Research Paper. Muhammadiyah University of Surakarta. 2012.

The objective of this study is to find the correlation between English learning activities and the reading achievement and to know the correlation between learning activities and the reading ability. The population is all the second year students at SMA N 1 GONDANG SRAGEN in 2011/2012 Academic Year, there are 257 students of second year students in SMA N 1 Gondang Sragen, 160 females and 97 males. They are divided into 7 classes and the researchers' takes 4 classes to observe, namely XI IPS 1, XI IPS 2, XI IPS 3, and XI IPS 4 that consists of 150 students. The samples of the research are only taken from each class 30 students.

This study is descriptive quantitative research. This study involves one independent variable (English learning activity) that is divided into two indicators; they are reading habit and reading activity. The dependent variable is reading achievement. The data of English learning activity is collected by using a questionnaire and the reading achievement are collected by using a test. First, from the description of English learning activity, the teacher motivates the students to improve their speaking achievement. The motivation from the teachers, their parents and friends make student reading skill is good. It is based on one-way ANOVA analysis obtained that the F_{count} is greater than F_{tabel} . So the calculating data is F_{count} 2, 858 > 2, 46 F_{tabel} . It means that the result of statistical analysis indicates that there is correlation between English learning activity and reading achievement. For this research English learning activities develop reading achievement.

Keywords: English Learning Activity and Speaking Achievement.

A. INTRODUCTION

There are four skills which should be mastered in English learning activities; reading, speaking, listening, and writing. This skills should be different each other to be a master English language. The four skills, reading is the most important skill because, without reading all people in this world do not know the information that occurs in this

world. Beside that we also know well about the science and knowledge from the reading. The fundamental goal of any reading activity is know enough science concepts and knowing the language. Because of its importance, student should be equipped with reading skill.

In *Kurikulum Tingkat Satuan Pendidikan (KTSP)* that the purpose of language teaching in Senior High School is to make the learners being able to master four skills; reading, speaking, listening, and writing. Basically, those four basic skills should be covered in English teaching - learning process and the four basic skills must be learned in time that is proportional to the maximum results in learning English. It means that every skill should have the same proportion in language learning but we know in recent curriculum, reading is more emphasized than other skills and actually, language is speech, reading is just representation of speech, further, language is the tool for communication.

Based on those problems, the researcher wants to conduct a research entitled “A Correlation between Students’s English Learning Activity and the Reading Achievement at the Second Year of SMA N 1 Gondang Sragen in 2011/2012 Academic Year.”

The problem statement of this research are: The problems of the research are formulated in some questions below: What are the students’ learning activities in developing reading achievement? And is there any correlation between the learning activities and the reading achievement? Limitation of this research only focuses on Reading achievement is limited to the ability of how to apply the language that they have learned in reading skill. So, the researcher would like to focus her study on the students learning activity in relation to the reading achievement.

The objectives of the study are as follows: The objectives of this research can be stated as follows: to describe the kind of English learning activities done by the students in developing the reading achievement and to know the correlation between learning activities and the reading ability.

In order to make this research valid, the writer takes two previous researches to support the writer’s study. Septi Triana (2012) from UMS conducted the study with the title “*Learning Strategies in Reading Used by the Second Year Students of SMA*

MUHAMMADIYAH 1 SURAKARTA". So, she studied the result of learning strategies in reading. The results of her research are of learning strategies in reading by the second year students of SMA Muhammadiyah 1 Surakarta is successful and effective.

Azimah (2009), who is also from UMS, conducted a study with the title "*Learning Strategies in Reading Used by the Second Year Students of SMP Negeri 2 Sragen (A Case Study)*". So, she analyzed the result learning strategies in reading used by the second year students. Her research was to find out the learning strategies in reading used by the second year student is effective. The results of her research are learning strategies in reading used by the second year students of SMP Negeri 2 Sragen is effective.

Based on the researches above the writer thinks that the similarity between her study and the previous studies is analyzing reading, and the differences are the writer uses learning activity, while the two previous study above learning strategies. The writer focuses this research to deal with the teaching reading achievement of the second year student at SMA N 1 Gondang Sragen in 2011/2012 Academic Year.

Hilgrad (1984: 4) defines learning as the process by which the learning activity originates or is changed through training procedure (whether in the laboratory or in natural environment) as distinguished of change by factor not attributable to training. This research explains two kinds of learning activity: Face to face activity, Moreover, after browsing the internet on <http://www.google.co.id/notion+of+learning+activity> Giang Gie (1984: 21) states that face to face activity is the process of teaching-learning English between English teacher and students; it is done every week in the class. This activity for a session is 45 minutes. For this activity, the students should follow the customs and manners including the regulations of their presence, book note, attention, and communication.

In Supriyadi (2010) Unpublished Research (UMS) state that; Positive interdependence is successfully structured when group members perceive that they are linked with each other in a way that one cannot succeed unless everyone succeeds. Group goals and tasks, therefore, must be designed and communicated to students in ways that make them believe they sink or swim together. When positive interdependence is solidly structured, it highlights that (a) each group member's efforts

are required and indispensable for group success and (b) each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities. Doing so creates a commitment to the success of group members as well as one's own and is the heart of cooperative learning. If there is no positive interdependence, there is no cooperation.

Group processing, In Supriyadi (2010) Unpublished Research (UMS) state that: Group processing exist when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Continuous improvement of the processes of learning results from the careful analysis of how members are working together and determining how group effectiveness can be enhanced.

In this research the writer only will be presented definition of reading that has correlation with teaching-learning process.

According to Smith (in Fauziati, 2002: 134) states that reading as an understanding a message conveyed by the writer through visual and non-visual information. From this definition can be known that the teaching-learning process mainly in reading lesson can be done by two techniques, they are visual like use picture and non-visual like dictation.

Tinambunan (1988: 149) defines achievement as the student's grasp of some body of knowledge or proficiency in certain skills. The definition of achievement is the progress pupils make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one's ability or the extent of his/her knowledge in a specific content area.

Based on the opinions above the writer concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with educational learning.

Harjasujana and Damaianti (2003:134-136) Reading achievement is includes understanding the sentences. Understanding of the sentences that involve the ability to use the theory of structural relationships between sentences. Knowledge of the structural relationships that are useful for understanding the process of sentence, because the

sentence is not a string of words alone but inter-related strands of words follow specific ways.

Reading achievement tests can measure achievement ranging from pre-reading abilities through adult reading. The pre-reading level contains subtests that measure literacy concepts, oral language concepts, letter-sound correspondence and story listening comprehension. Students are not required to read at this level, as they choose answers from pictures or symbols.

B. RESEARCH METHOD

In this research, the writer conducts a descriptive research. Descriptive research is a type of research which does not use any calculating or enumerating (Meleong, 1995:2). By using descriptive research the researcher wants to describe learning activity in relation to the reading achievement at the Second Year of SMA N 1 Gondang Sragen in 2011/2012 Academic Year.

Variable of the study. Arikunto (1983: 93) states that a variable can be classified into two kinds based on its function, those are; a dependent variable and an independent variable. An independent variable is variable that influences and causes another variable to happen. Then a dependent variable is a variable which is resulted from independent variables.

Place and time of the study, This study was conducted in SMA N 1 GONDANG SRAGEN, located on Jl. Wisma Praja No.3 Gondang Sragen. The questionnaire of English learning activity was given to the students on 31 November 2011. The speaking achievement test was taken on April 29 – May 4, 2012 of second year students and at the same time, the writer also collects the questionnaire.

Population, Suryabrata (1993: 70) states that the population is all individuals to whom the result of study is generalized. This definition stresses the importance of generalization. It implicitly explains that a research is usually conducted to a smaller group of individuals (sample), then the result is generalized into the large one (population).

Based on the above definitions of population, the writer concludes that population of this study is all the second year students of SMA N 1 GONDANG SRAGEN in 2011-2012 academic year. The total number of students is 150.

Technique of Sampling, According to Hadi (1980: 22), sample is a group of individuals which are smaller than population

In this research, the writer applies the technique of proportional random sampling. It means that each individual has a chance of being selected as a member of sample. Then, the writer determines the balance between the size of population and of its sample.

a. The Sample Size

Arikunto (1983: 107) suggests that a researcher selects all individuals whenever the number of population members is the same as or less than one hundred. If the number of population members is more than one hundred, the researcher can take 10-15% of them. The member of the population is 150. It is more than one hundred. Based on the criterion suggested by Suharsimi Arikunto, the writer takes 20% of the populations that is 30. The following table shows the comparison between the size of the population and its sample.

Method of Collecting Data, There are two kinds of data that will be collected in this study; they are English learning activities and the speaking achievement. Each kind of data is collected using different instrument. The following table shows the kinds of data and the method to collect them:

No	Name of Data	Method of Collecting Data
1	Learning Activities	Questionnaire
2	Reading Achievement	Test

C. FINDING AND DISCUSSION

1. Research Finding

The researcher finds the correlation students English learning activity between reading achievement in SMA N 1 GONDANG SRAGEN In 2011/2012 academic year.

1. Analysis of Learning Activity

The analysis using descriptive research toward the data of independent variable of English learning activities produces the following results. The students' English learning activity is the students learn to read

English and they are usually given motivation of the teachers in order that English reading skill is well received by the students. Learning activity is filled with activities that provide opportunities for students to express themselves in English and improve their reading performance. English learning activities must be suited with the students' abilities, interests, and backgrounds.

The students' learning activities in reading are as follows: the reading learning activities in the class are effective. The writer sees the effectively by doing observation in the class. The writer concludes the analysis below:

The teacher motivates the students to improve their reading achievement.

1. The students also take participation in reading using internet as a supporting tool improves their knowledge and reading ability.
2. There are some students who comes from rich family that join courses outside of the school and use their knowledge to help their friends in improving English reading skill.
3. By reading the book in outside the class, the teacher does and makes the students to interact more and learn reading English in order that they can improve their reading well.

Based on the analysis above, the writer has concluded that the teacher plays a very important in English learning activity to improve the students reading. The students are also helpful and take participation in their reading achievement.

2. Student's Reading Achievement Score

The reading achievement test was taken on April 29 – May 4, 2012 of second year students. There are 257 students of second year students in SMA N 1 Gondang Sragen, which consist of 160 females and 97 males. They are divided into 7 classes and the researchers' takes 4 classes to observe, namely XI IPS 1, XI IPS 2, XI IPS 3, and XI IPS 4 that consists

of 150 students. The samples of the research only taken from each class 30 students.

In taking the reading achievement score, the researcher with the teacher of English in SMA N 1 Gondang Sragen conducted reading test.

Result of reading test

No.	Subject	Result of reading test
1	1	80
2	2	78
3	3	70
4	4	78
5	5	72
6	6	78
7	7	80
8	8	79
9	9	80
10	10	90
11	11	73
12	12	76
13	13	88
14	14	72
15	15	85
16	16	90
17	17	85
18	18	73
19	19	65
20	20	90
21	21	75
22	22	65
23	23	79
24	24	80
25	25	82
26	26	80
27	27	75
28	28	75
29	29	78
30	30	64

From the data calculation, it is found that the highest score is 9.00 and the lowest score is 5.00, the statistical analysis produces the coefficient of mean = 15.2; Standard Deviation = 43,677; median = 6.63; mode = 6.00.

3. The Dominant kind of English Learning Activity in developing the reading achievement.

a. Reading Habit

Number of Items	Total of Student's Answer				
	Always	Often	Sometimes	Seldom	Never
1	6	9	5	4	6
2	4	10	5	3	8
3	5	7	6	5	7
4	7	7	6	4	5
5	7	8	6	3	6
6	6	8	7	3	6
7	7	7	7	2	7
8	7	6	7	5	5
9	8	7	5	6	4
10	5	7	5	6	6
11	5	5	6	7	7
12	4	6	7	6	7
13	4	6	5	10	5
14	4	7	5	7	5
15	6	8	7	5	4
16	6	9	5	5	5
17	8	7	5	3	5
18	8	9	5	2	5
19	8	9	5	3	5
20	7	9	6	5	5

The data show, there are 10 students who choose answer item 2 (Apakah anda membaca dongeng berbahasa Inggris?) with Always. There are 10 students choose and answer item 12 (Apakah anda membaca materi bahasa Inggris sebelum mulai pelajaran bahasa Inggris?) with sometimes.

It means there are 20 students out of 30 students use reading habit to develop their reading achievement especially reading English story and text book which used in learning activity.

b. Reading Activity

Number of Items	Total of Student's Answer				
	Always	Often	Sometimes	Seldom	Never
1	9	6	4	5	6
2	10	4	3	5	8
3	7	5	5	6	7
4	7	7	4	6	5
5	8	7	3	6	6

6	8	6	3	7	6
7	7	7	2	7	7
8	6	7	5	7	5
9	7	8	6	5	4
10	7	5	6	5	6
11	5	5	7	6	7
12	6	4	6	7	7
13	6	4	10	5	5
14	7	4	7	5	5
15	8	6	5	7	4
16	9	6	5	5	5
17	9	8	3	5	5
18	9	8	2	5	5
19	8	8	3	5	5
20	7	7	5	6	5

There are 14 students who choose and answer item 8 (Apakah anda membaca aritikel tentang suatu peristiwa dalam majalah bahasa Inggris?) with the answer sometimes. It means some students difficult in practicing reading activity.

A. The Result of the Test

In the following paragraphs the writer will present the result of the test, consisting of (1) testing the normality of distribution of variable Y (reading achievement) and testing the linearity between independent variable X (English learning activity) and the dependent variable Y.

1. The Result of Testing Normality

The distribution of the dependent variable (Y) is considered normal if its characteristics are similar to those of normal distribution. The normality is tested by using Angresty and Angresty of variable Y (reading achievement) is 0.571 and variable X (English learning activity) is 9.579. It means that the frequency distribution of reading achievement is normal and fulfills one of the requirements for the correlation analysis.

2. The Result of Testing Linearity

The score of 'p' difference of (X and Y) is 0.196. This score is higher than 0.050; or 'p' difference > 0.050. It means that the

difference is not significant, therefore the relation of X (English learning activity) and Y (reading achievement) is linear.

The Result of Testing Linearity

Functional Relation	'p' difference	Linearity
X and Y	$0.196 > 0.050$	Linear

B. The Result of Data Analysis

For the sake of scientific purpose the hypotheses is tested (H_0). In other words, what the writer wants to prove is not the existence of correlations but the absence of correlation. The purpose is to find the most objective conclusion, to obtain the clearest result, and hinder the researcher from having good impression to an object the result in good conclusion.

Therefore, before the writer tests the hypotheses, the writer first changes the alternative hypotheses (h_0) is rejected into following hypotheses (h_1) is accepted.

The English learning activities have to correlation in developing reading achievement at the Second Year of SMA N 1 Gondang Sragen in 2011/2012 Academic Year.

C. Discussion

If the analysis results prove the absence of correlation between independent variable (X) and the dependent variable (Y), consequently, the null hypothesis is rejected. The analysis result proves the existence of correlations between the independent variable and dependent variable, there, the null hypotheses (h_0) is rejected, otherwise the hypotheses are accepted. The analysis result shows that the correlation value of X and Y (r_{xy}) is 0.922. It means that the dependent variable X correlates significantly to the dependent variable Y.

For this research English learning activities is has to positive correlation in developing reading achievement and any correlation between English learning activity and reading achievement, it is based

on one-way ANOVA analysis obtained from the F_{count} is greater than F_{tabel} . So the calculating data is $F_{count} 2,858 > 2,46 F_{tabel}$.

In conclusion, the first null-hypotheses (h_0) is rejected and (h_1) is accepted. The complete conclusion is: The English Learning Activities has to correlation in the reading achievement at the Second Year of SMA N 1 Gondang Sragen in 2011/2012 Academic Year.

The fact of student's English learning activity is there are 20 students who choose reading habit in developing their reading achievement.

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